DOCUMENT RESUME

ED 108 071 CG 009 890

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TITLE Student Development in the Classroom: The Tandem Approach.
INSTITUTION Oakton Community Coll., Morton Grove, Ill.
PUB DATE Mar 75
NOTE 31p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Best copy available

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Community Colleges; *Consultants; *Credit Courses; Educational Experience; Group Experience; Program Descriptions; Role Perception; Speeches; *Student Development; *Student Personnel Workers; *Teamwork
IDENTIFIERS *Tandem Approach

ABSTRACT

Much has been written lately about the role of the Student Development Specialist in the classroom, most of it focusing on his role as consultant or process facilitator. This material focuses on the Student Development Specialist working as classroom teacher "in tandem" with another instructor from another discipline. The approach is simple. In many community colleges Student Development Specialists are offering group experiences for credit, usually in the Psychology discipline. In a "tandem" the Student Development Specialist teaching the group experience and another instructor teaching in another discipline build two interlocking courses. Both instructors teach in both; the same students are registered in both; the classes are taught in back-to-back time slots i.e. in tandem. Thus, the connection between disciplines is made available for students to grasp, helping them to better integrate the totality of their educational experience. (Author)

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STUDENT DEVELOPMENT IN THE CLASSROOM:

THE TANDEM APPROACH

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Materials prepared and program presented by:

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CG009890

Presented at the 1975 Convention of the American College Personnel Association, March 5-8, 1975, Atlanta, Georgia

AN INTRODUCTION TO TANDEM COURSES AT OAKTON COMMUNITY COLLEGE

Oakton Community College is an Illinois public community college, currently in its fifth year of operation. Both its organizational structure and operating philosophy encourage interaction and cooperation amongst faculty in varying disciplines. It is from this that the impetus for "tandem classes" and for the participation of Student Development faculty (counselors) in them come.

Structurally, Oakton Community College is made up of four interdisciplinary learning clusters, containing approximately 1,000 students, twenty-five to thirty full-time faculty, and an equal number of part-time faculty. The College retains its small personal nature by creating a new learning cluster each time 1,000 new full-time students enroll in the College. Each learning cluster is presided over by a dean. The learning clusters exist in place of the more traditional departments or divisions or disciplines. Thus, when there is a meeting of the faculty of a given learning cluster, subject matter, or discipline concerns, cannot be the subject of discussion. Indeed, were the psychology instructor, the chemistry instructor, the English instructor, and the Practical Nursing instructor to attempt to discuss their individual disciplines, the result would certainly be chaotic, boring, and unproductive.

However, whatever the discipline may be, there are certain things that all instructors find in common. All are working in the classroom. All are trying to deal with students. All are trying to facilitate learning. All are trying to improve as teachers. Thus, the subject matter for discussion in learning cluster meetings is the classroom, teaching styles, learning, and the general improvement of classroom instruction. In the early days of the College, as more of this kind of discussion took place, more and more did faculty come to see that they and their disciplines, and their subject matter had more

in common than they had ever thought possible. From this structure of forced interaction, came part of the impetus for the tandem approach.

In each of the learning clusters are three Student Development faculty members. These people, like all other instructors, have faculty status, faculty rank, and faculty contracts. They also teach classes themselves and thus have considerable legitimacy as faculty members in the eyes of other faculty. The particular emphasis of the Student Development faculty has always been the affective education and personal growth of the student. This was believed to serve as a complement to the intellectual or cognitive growth which usually takes place in the college classroom. This emphasis on personal growth, coming from Student Development faculty, served as yet another impetus to the development and eventual implementation of the tandem concept.

The third and final factor which helped the development of tandem classes at Oakton Community College was the core philosophy of the institution itself. From its earliest days the College administration, beginning with the President, comitted itself to a student-centered Student Development philosophy for the College. Underlying this philosophy was a belief that education should be learner centered and that the educational process involved the student as an active and co-equal partner in the classroom. Furthermore, the institutional philosophy stated that the teaching/learning process involved the whole individual--the total human being--and that therefore it was legitimate, indeed expected, that instructors would teach affectively as well as cognitively and that the focus would be the integration of learning rather than its compartmentalization. Added to this is the fact that early in its history, the institution was exposed to the writings of George I. Brown and his ideas on confluent education. From all this came the final impetus for tandem teaching and the involvement of Student Development faculty in this approach.

An Introduction to Tandem Courses

In the past several years, the concept of "the counselor in the classroom" has received considerable attention from the student development profession. Articles have appeared in the professional journals, programs have been presented at conventions, Robert D. Brown's monograph, "Student Development in Tomorrow's Higher Education--A Return to the Academy," suggested in part that cooperative efforts between the student personnel profession and classroom instructors were the key to the future of the student development profession. Most of this attention, however, has focused on the student development specialist, or counselor, as a consultant to the classroom instructor. It looks to the student development specialist as process facilitator in the classroom, as problem solver, as educational consultant. Rarely, if ever, did it look to him as a classroom instructor, working together with another classroom instructor from a separate discipline area. The tandem approach does just this, putting the counselor in the classroom as instructor, bringing his discipline together with another more traditional discipline and another instructor.

The approach is simple. The two instructors develop two courses that are somehow integrated. They are taught in back-to-back time sequences; the same students are registered for both courses and the two instructors work together in both sections. The results can be stimulating as those attending the convention session will see on the videotape. They can be summarized, however, as follows:

1. Students get a sense of integration in their education. Subject matter is seen as related. Personal growth and intellectual growth are seen as related. Connections are made between subject matter and from subject matter to the person's own life.

2. Students are able to obtain a new image of the counselor. No more is he the individual sitting in his office, interpreting tests, signing forms, and dealing with problems. Rather, he is there in the classroom, using his particular skills to help bring about the learning of subject matter affectively as well as cognitively.

3. The atmosphere is humanized. There is a sense of protection and an environment of permission. Both of these are brought about through the interaction of the two instructors. Many times, when one of the instructors is operating in his discipline, the other instructor is really in the role of student. Then the "instructor/student" seems more a human being, and as he ventures out asking questions, inquiring, debating, arguing with his colleague, permission is given to the rest of the class to do likewise. This is a major impact of the approach.

The course descriptions which follow are not designed to be a "cook book" or a "how to do it" manual for the counselor; rather they illustrate a number of different approaches to tandem teaching in which student development specialists have participated. It is our hope that they will be a source of beginning for those interested in experimenting with this approach.

SH:grm

COURSE DESCRIPTIONS

Prior to registration for each semester, Oakton Community College publishes, for student use, a "Directory of Courses and Sections." The directory contains detailed descriptions of each course being offered that semester. The descriptions contained here were taken from various directories from 1972 through 1975.

PSY 105/COM 101	Doolittle/Jerit
PSY 105/COM 101	Alt/Bensinger
PSY 105/COM 101	Sullivan/Harbin
PSY 105/COM 101	Agnew/Ziagos
PSY 105/COM 101/SSC 101	Turse/Storinger/Taylor
PSY 105/COM 102	Turse/Storinger
PSY 106/COM 102	Bobkiewicz/Rowitz
PSY 106/HUM 101	Quarles/Fox
PSY 105/HUM 105	Quarles/Casali
PSY 105/HUM 107	Agnew/Hiner
PSY 105/HUM 109	Sullivan/Mittler
PSY 106/HUM 109	Helfgot/Harbin

I. GENERAL DESCRIPTION AND APPROACH

This course will explore human communications with a primary emphasis on writing. It is designed to help students overcome the feeling that they cannot write or thatwhat they have to say is not worth reading or hearing. Within the honest, supportive atmosphere of the Human Potential Seminar we will begin a fresh exploration of ourselves as communicators.

II. METHOD

We will seek to create an environment in which personal, interpersonal and intrapersonal communications can be developed, explored, investigated and understood. We will be reading, writing and living togehter, using individual experiences, classroom transactions and personal discoveries.
Classroom experiences will be used to investigate how persons behave as they communicate. All of us, including the instructors, will keep a journal of personal writings which will mirror our discoveries and growths.

III. GOALS

The goals of the tandem are as follows:
1. To gain confidence in the use of communications skills.
2. To explore our many languages and seek to understand them as they aid and impede communications.
3. To get in touch with ourselves as communicators, to understand our messages to others and their responses.
4. To overcome the barriers to free exchange.
5. To view our own personal experiences in light of our discoveries.

IV. EVALUATION

One of the primary tasks of the class will be to develop and implement an evaluation process.

TANDEM PSY 105-05 AND COM 101-07
Alt and Bensinger

The focus of the human potential seminar section of the tandem will be on ourselves and our learning potential. Students will enroll in both Com. 101 and Psy. 105 and receive credit and separate grades for participation in each section of the tandem.

In the psychology section we will work to increase our awareness of our individual learning patterns. We will study:

A. our overall reactions to education and schools
B. our self-expression in talking and writing
C. our listening and reading styles
D. our characteristic ways of dealing with success, or lack of it, in school

As each of these topics relates to our personal learning strengths, we will have an opportunity to see possibilities for changes if they seem appropriate. The process of talking about ourselves and listening to others in the group will take place in a supportive, small group climate.

In the Human Potential Seminar, participation as a member of the group is the primary learning method. Participation will involve:

A. attending all sessions
B. engaging in exercises
C. reading the assignments
D. writing personal reactions to what is happening in the group in a journal

Grades will be based on your fulfillment of these participation expectations.

TANDEM COM 101-07 AND PSY 105-05
Bensinger and Alt

I. GENERAL DESCRIPTION AND APPROACH

The Communications section of how we learn will involve you in a variety of material and activities covering each of the four learning modes:

Input	Output
Listening	Speaking
Reading	Writing

We will analyze what goes on in this and other classrooms in an attempt to help your diagnose your own learning strengths and weaknesses. Once you have some idea of how you learn best, we will suggest ways in which you can strengthen your performance in the weaker modes, or rely more heavily on the stronger ones. You should come away from this tandem with a clearer understanding of your performance as a student and some notion of how to improve it in the future.

II. METHOD

Input	Output
Lectures	Individual student
Books	Presentations
Articles	Group discussions
Movies	Papers
	Tests
	Exercises (group and individual)

III. GOALS

To learn how to learn by:
A. Diagnosing our own learning strengths and weaknesses
B. Working to strengthen our weaker learning modes
C. Setting individual learning goals to capitalize on our stronger modes

IV. GRADES

Grades will be based on these visible signs of commitment to the class:
A. Regular attendance
B. Completion of reading and/or writing assignments
C. Participation in class activities through talking and/or listening
It is hoped that the final grades earned in these courses will be the least significant signs of what you have learned about how you learn, "...for learning... is already becoming the main purpose of life." (George B. Leonard in "Schools, for What?")

V. BOOKS

Readings will be chosen from Telling Writing, Games Students Play, selected essays, short stories, poetry, and drama.

TANDEM PSY 105-01F AND COM 101-03F
Sullivan and Harbin

GENERAL DESCRIPTION AND APPROACH

This tandem is offered specifically for women returning to college. Women returning to college often express apprehensions about their abilities to perform on a college level. If that's true for you, you're encouraged to seriously consider this tandem.
The Human Potential Seminar (PSY 105) is primarily directed towards working through and sharing feelings, developing self-direction and confidence, and learning to accept and understand yourself.
The Communications class (COM 101) is offered to help you improve your abilities to express yourself appropriately, clearly, and effectively in writing.
Since both of these courses are directed towards self-expression, they will provide great possibilities for discovery, creativity and self-fulfillment.
Read the following two course descriptions to see for yourself what challenge is offered in this tandem.

GENERAL SUMMARY

The Human Potential Seminar (PSY 105) and the Communications class (COM 101), which are both designed to help you discover and develop your own potential, are being offered together so that you might benefit from the complimentarity of each. Although the two courses will be coordinated (whenever it is appropriate), each is a separate course for which you will receive a separate grade at the end of the semester.

PSY 105-01F

I. GENERAL DESCRIPTION AND APPROACH

The intent of this course is to acquire a better and more dynamic understanding of ourselves as women by focusing on more positive aspects of our personality through group experience. As individuals within the group interact, begin to see and experience their own strengths as individual women, actively become involved in helping others see and experience their strengths (human potential), a deeper intrapersonal awareness evolves and thus a good foundation for further growth as human beings develop. A further intent of this course is to focus on the specific needs of women who have been out of college for time and are now returning or simply beginning. This particular seminar is intended to encourage those women who are questioning and searching for a better understanding of their own human potential (e.g. in the area of personal relationships, in their academic pursuits, in job possibilities, in developing new goals and interests, etc.)

II. METHOD

The primary activity that will take place during the course will center around the individual and her experience with the group. Transactional Analysis will be used as a basic approach to understanding self and one's relationships with others. Members will be encouraged to focus on their strengths, values, abilities, and attitudes. Other activites will involve opportunities to discuss possible careers with a vocational counselor. Recent books and articles on women will be discussed. Interaction with women already involved as students will be provided. Interest tests will be available.

TANDEM PSY 105-01f AND COM 101-03f
Sullivan and Harbin

REQUIRED READING:

Born to Win; James and Jongeward.
Dibs: In Search of Self; Virginia Axline.

III. GOALS

Members of the seminar will strive to discover untapped potential within themselves that will permit them to open up new possibilities for living by:

1. Becoming aware of what one is feeling.
2. Discovering what it is about oneself that one can like.
3. Developing greater inner support and self-direction.
4. Developing one's ability to live more fully in the here and now.
5. Developing one's skills in listening.
6. Understanding one's ego states: Parent, Adult, Child.
7. Becoming aware of one's rackets, games, etc.
8. Becoming aware of one's stroke economy.
9. Deciding what one chooses to change about his or her behavior.
10. Making contracts with the group concerning behavior change.

IV. OBJECTIVES AND EVALUATION

During the group sessions:

1. Each member of the class will share her specific needs as a woman.
2. Each will share her feelings and reactions to the readings in terms of her own experiences.
3. A reading and discussion of the required text, Born to Win, is essential to this seminar.
4. Written response to the book, Dibs: In Search of Self, is required.

V. GRADES

1. Class attendance is an absolute requirement.
2. Active participation in the group.
3. Written response to Dibs: In Search of Self.
4. Reading the book, Born to Win.

TANDEM PSY 105-10 AND COM 10[illegible]-01
Angew and Ziagos

I. GENERAL DESCRIPTION AND APPROACH

The intent of this tandem is for students, particularly Senior Citizens, to acquire a better understanding of themselves and focus on the positive aspects of their personality. This course is designed for Seniors to maximize their potential for living and become involved in helping themselves and others see and experience his or her own strengths. In terms of the tandem, the student will focus on human survival and personal survival.
A Senior Citizen is defined as one who is retired and interested in self-enrichment.

II. METHOD AND CONTENT

The course will be in the form of a small group workshop of 20 participants. The leader will facilitate the experiential nature of the class and the emphasis is in dealing with present feelings.

III. GOALS AND OBJECTIVES

1. To examine personal values, attitudes, beliefs and abilities.
2. To examine how the facotrs in "1" (personal values, attitudes, etc.) affect the quality of relationships with others.
3. To broaden and deepen a developing philosophy of life.
4. To set short and long range goals in line with one's interests, strengths, and values.
5. To develop one's skills in listening.
6. To discover what it is about oneself that one can like.
7. To experience one's own personal identify.

IV. EVALUATION AND GRADES

Evaluation will be based on
1. Attendance
2. Involvement
3. Personal philosophy paper (Honors Seminar)
4. Self-development projects
5. Written evaluation of instructor

I. GENERAL DESCRIPTION AND APPROACH

This course will be integrated with Manny Turse's Human Potential Seminar. This combination is based on the assumption that you can more easily express feelings and analyze experiences if, at the same time you work at developing your speaking, listening, reading & writing skills. So the Communications part of this tandem course will emphasize writing and speaking about your experiences in the Human Potential Seminar and about short stories and other readings relevant to those experiences. The writing instruction in the course will help you to develop the techniques for written analysis that are normally emphasized in standard college composition courses.

II. METHOD

Comfortably informal class sessions, often simply continuing the activities or discussions you've begun in the Human Potential Seminar, but emphasizing the logical analysis of those basically nonverbal or emotional experiences. And we'll be going over a number of short stories that deal with the Seminar's theme of inner and outer "discovery," again in attempt to analyze our subjective responses to them. I will attempt to guide these discussions without dominating them--there will be no lectures.

Early theme assignments will be intended to determine what your writing weaknesses are (assuming you have any), so that we can work out a program of writing instruction to suit your particular needs and preferences. The procedure in general will be to help you develop your confidence in your ability to choose appropriate topics for writing and to present them effectively.

III. GOALS

In general, the goals for this Communications course are an extension of those for the Human Potential Seminar. Specifically, the purpose of the assignments will be to subject the emotional perceptions that you develop in the Human Potential Seminar to logical analysis, to cultivate your sensitivity to the close relationship between feeling and thought, heart and mind, and to improve your ability to express whatever conclusions you might arrive at orally and in writing.

IV. OBJECTIVES

Specifically, the minimum requirements for this course are:

1. Mandatory attendance.
2. The completion of all reading assignments in time to discuss them in class.
3. The preparation of a journal (a record of your observations and ideas as they develop in idle moments or in response to various experiences; some of your daily entries will probably be the basis for your full-length themes).
4. The writing and revising of five themes, two or three of them to be written in class.

V. EVALUATE CRITERIA AND GRADES

None of the assignments that you do for this course will be grades themselves. Rather your course grade will be determined according to your visible effort to perform and to benefit from the assignments. At the end of the semester you will be asked to evaluate your own performance and help to determine what your grade should be.

TANDEM PSY 105-04 AND COM 102-05
Storinger and Turse

I. GENERAL DESCRIPTION AND APPROACH

The intent of this course is to acquire more understanding of ourselves by focusing on positive aspects within our personality sturcture. Individuals, within the group, or perhaps the group as a whole, are able to experience themselves emerging as more trusting and caring persons; and, as we begin to see and experience our own strengths as individuals; and, as we become actively involved in helping others see and experience their strengths (to wit, human potential) we begin to develop a stronger intrapersonal awareness and thusly a good foundation for further growth as human beings.

II. METHOD

The primary activity that will take place during the course's existence will center around the group experience and its processes. This will involve focusing on each members strengths, values, abilities, attitudes, etc., with an emphasis on interpersonal involvement.

III. GOALS AND OBJECTIVES

Members of the Human Potential Seminar will strive to discover untapped potential within themselves that will permit them to open up new possibilities for living by:

1. Setting short and long range goals in line with one's interests, strengths. values, etc.
2. Knowing what one is feeling and express those feelings to others.
3. Discovering what it is about oneself that one can like.
4. Identifying past and present achievements which suggest the presents of strength and potential.
5. Experiencing greater sensory awareness, i.e., taste, touch, sight, smell, sound.
6. Experiencing ones own personal identity.
7. Developing ones capacity for deeper human relationships.
8. Developing greater inner support and self direction.
9. Developing higher self regard.
10. Developing higher self acceptance.
11. Developing a better capacity for acceptance of one's emotions - i.e., love, hate, aggression, apathy, fear.
12. Devleoping one's skills in listening.
13. Developing ones skill for transcending dichotomies - i.e. developing understanding.
14. Developing one's ability to react flexibly in the application of ones values without rigid adherence to principles.
15. Developing one's ability to live more fully in the here and now.

IV. OBJECTIVES

1. During the group session the student will demonstrate the ability to share with the group by verbally recalling, at least once. positive experiences from his past that were instrumental in the formulation of his present self.
2. In all group sessions the student will apply either known or given listening skills by demonstration attentiveness to the participation of other group members as evidenced through their own verbal and nonverbal communication.

3. During the group session the student will demonstrate at least once, an ability to share with the group his strengths as seen by himself.
4. In the group setting the student will be able to list a specified number of achievements, success, and/or satisfactions he has experienced, share them verbally with the group and be able to relate to the motivational factors.
5. In the group setting the student will demonstrate the willingness to clarify his own values, and to help others to identify their values by giving direct feedback to someone in the group.
6. In the group setting the student will at least once, set short and/or long range goals, applying the established criteria for goal setting and relate to the group their achievement.
7. In the group setting the student will express, in terms of himself, here and now feelings.
8. In the group session the student will demonstrate a willingness to react honestly to the behavior of other group members by sharing how that behavior affects him.
9. In the group session the student will demonstrate an ability to accept and deal with direct feedback from others.

The evaluation process will include, but not be limited to, the following:

1. Inherent with the goals and objectives of the seminar student participation in all group sessions will be required.
2. Student self actualization inventories will be administered at the beginning and at the culmination of the Human Potential Seminar.
3. The Personal Orientation Inventory will be administered at the beginning and at the culmination of the Human Potential Seminar.
4. Individual sincerity in trying to fulfill the course's intrapersonal contractual agreement will be an on-going concern to the entire group.

V. EVALUATE CRITERIA AND GRADES

Open for discussion.

I. GENERAL DESCRIPTION AND APPROACH

The intent of this course is to acquire more understanding of ourselves by focusing on positive aspects within our personality structure. Individuals, within the group, or perhaps the group as a whole, are able to experience themselves emerging as more trusting and caring persons; and, as we begin to see and experience our own strengths as individuals; and, as we become actively involved in helping others see and experience their strengths (to wit, human potential) we begin to develop a stronger intrapersonal awareness and thusly a good foundation for further growth as human beings.

II. METHOD

The primary activity that will take place during the course's existence will center around the group experience and its processes. This will involve focusing on each members strengths, values, abilities, attitudes, etc. with an emphasis on interpersonal involvement.

III. GOALS

Members of the Human Potential Seminar will strive to discover untapped potential within themselves that will permit them to open up new possibilities for living by:

1. Setting short and long range goals in line with one's interests, strengths, values, etc.
2. Knowing what one is feeling and express those feelings to others.
3. Discovering what it is about oneself that one can like.
4. Identifying past and present achievements which suggest the presents of strength and potential.
5. Experiencing greater sensory awareness. i.e., taste, touch, sight, smell, sound.
6. Experiencing ones own personal identity.
7. Developing ones capacity for deeper human relationships.
8. Developing greater inner support and self direction.
9. Developing higher self regard.
10. Developing higher self acceptance.
11. Developing a better capacity for acceptance of one's emotion i.e., love, hate, agression, apathy, fear.
12. Developing one's skill in listening.
13. Developing ones skill for transcending dichotomies i.e., developing understanding.
14. Developing one's ability to react flexibly in the application of ones values without rigid adherence to principles.
15. Developing one's ability to live more fully in the here and now.

IV. BEHAVIORAL OBJECTIVES AND EVALUATION

1. During the group session the student will domonstrate the ability to share with the group by verbally recalling, at least once, positive experiences from his past that were instrumental in the formulation of his present self.
2. In all group sessions the student will apply either known or given listening skills by demonstrating of other group members as evidenced through their own verbal and nonverbal communication.
3. During the group session the student will demonstrate at least once, an ability to share with the group his strengths as seen by himself.

4. In the group setting the student will be able to list a specified number of achievements, success, and/or satisfactions he has experienced, share them verbally with the group and be able to relate the motivational factors.
5. In the group setting the student will demonstrate the willingness to clarify his own values, and to help others to identify their values by giving direct feedback to someone in the group.
6. In the group setting the student will, at least once, set short and/or long range goals, applying the established criteria for goal getting and relate to the group their achievement.
7. In the group setting the student will express, in terms of himself, here and now feelings.
8. In the group session the student will demonstrate a willingness to react honestly to the behavior of other group members by sharing how that behavior affects him.
9. In the group session the student will demonstrate an ability to accept and deal with direct feedback from others.

The evaluation process will include, but not be limited to, the following:

1. Inherent with the goals and objectives of the seminar student participation in all group sessions will be required.
2. Student self actualization inventories will be administered at the beginning and at the culmination of the Human Potential Seminar.
3. The Personal Orientation Inventory will be administered at the beginning and at the Culmination of the Human Potential Seminar.
4. Individual sincerity in trying to fulfill the course's intrapersonal contractual atreement will be an on-going concern of the entire group.

V. GRADES

Open for discussion.

TANDEM PSY 106-05 AND COM 102-09
Bobkiewicz and Rowitz

I. GENERAL DESCRIPTION AND APPROACH

This course is for those students who have taken the Human Potential Seminar and have defined for themselves areas where they would like to work on their psychological/personal growth. There will be some examination of the psychological principles involved; however, experience of individuals working to develop themselves as more fully responsible persons.

II. METHOD

The course will be in the form of a small group workshop limited to 15 participants. The group leader/facilitator will be an active participant as well as serve as guide to the group. The emphasis will be on creating an atmoshpere where the members of the group can be as fully who they are as possible. Learning, experiencing, and encountering other members of the group as well as one's self will be encouraged. The result should be a focusing of the group member's energies on the growth process of the individual and an examination of how that takes place.

III. GOALS AND OBJECTIVES

The goals of this course are for participants to become more fully integrated and for them to understand how this process takes place. This can be accomplished by:

1. Developing a greater awareness of the internal and external forces within oneself.
2. Identifying conflicting forces within oneself.
3. Allowing oneself to experience the accompanying feelings with these forces.
4. Taking responsibility for those feelings by expressing them behaviorally.
5. Recognizing the anxieties and catastrophic fears that may be associated with these feelings.
6. Negotiating resolutions of ones conflicts.
7. Understanding the psychological principles behind each of the above steps.

The objectives for achieving the above goals will be as follows:

1. The student will exercise awareness skills by focusing on one's own bodily actions and associated feelings, and then share them with the group.
2. The student will learn to identify with the parts of his or her own fantasies and dreams.
3. The student will assume the role of the conflicting parts of himself or herself.
4. The student will create a dialogue between these conflicting parts and negotiate a resolution between these parts.
5. The student will give verbal expression to feelings and share them with the group

IV. EVALUATIVE CRITERIA AND GRADES

1. Regular attendance.
2. Degree of committment and personal involvement in the process.
3. The individual will evaluate his/her own progress.
4. The entire group will evaluate each others performance.
5. Evaluation will be a total process involving all of the above criteria with the, disparity of anyone, being settled by the group in conjunction with the leader.

TANDEM PSY 106-50 AND HUM 101-50
Quarles and Fox

Spring 74

I. GENERAL DESCRIPTION AND APPROACH

Film reflects how we see life--the history of film (including movies) the past 50 years touches all aspects of modern culture and the arts. In this growth group (15 persons) we sant to explore with you the chronology and psychology of film, and extend further into each of us making a personal film as an expression of who we are as individuals--why that makes a difference, how that touches others. Personal film-making has become the most important tool of the modern artist; the direction of art in the past has tried to understand outer reality; now the artist is trying to understand his own inner reality through the psychological tool of personal film making.
You will be learning and applying themes common in literature, music, art, and theater as well as thru film. You will be combining these with the vocabulary of individual values, attitudes, strengths, and personal interaction with others. We visualize as human beings, not abstract or "Hollywood" deities, and film is a primary language for all of us. With the possible exception of the blind, we are all filmmakers--recorders of the world we see around us. Thru this course we want to personalize this natural and fairly automatic response.
We will view experimental film from the view point of personal expressions, psychological statement, and artistic merit.

II. METHOD AND CONTENT

Seminars will center around group experience. Personal involvement and discussion from students will be an essential part of the course, as each film elicits response as an essential part of its nature.
The ideas for the film will be developed by keeping a personal journal of thoughts and feelings generated by the discussions and readings. The films will be shown as a personal expression and discussed from that viewpoint during the latter part of the course.
We will combine readings (i.e., EXPANDED CINEMA by Gene Youngblood, BORN TO WIN (Transactional Analysis) AT THE EDGE OF HISTORY by William Thompson, assorted articles touching on the Human Potential movement, film reviewing, Chicago and the arts, etc.), viewing both commercial and personal films, group theory and experience, videotaping, a personal and group film as outgrowth of our understandings, and other creations.

III. GOALS AND OBJECTIVES

ENJOYMENT and actualization of yourself as an appreciating, sharing person with ourselves as a group and with yourself in modern culture and the arts, (we all contribute). Films and people don't just happen: they/we reflect actual behavior, parallel historically the other arts, and inspire films, for instance. We hope to integrate all of this, to enable you to become more self-sufficient by the end of the semester...to use this base to expand, evolve, create, grow on your own.
We will be using OCC Super-8 equipment, and you can expect to become familiar with the equipment as a natural extension of your curiosity with us. This is not a "finished product" approach, rather, a process of reflecting personal awareness through the medium of film. Film-making "know-how" is not a requirement.

IV. EVALUATION AND GRADES

1. Your attendance and full participation is a MUST.
2. Excellence in effort AND production--your BEST.
3. A weekly written journal.
4. A personal film statement towards the end of the eemester. This will be due 3 weeks before the final seminar so we have time for feedback. (You will have lots of support here).
5. We will help you work out individual and group directions throughout the semester.

Based on fulfillment of the above, plus your own individualized modifications. This includes an ongoing process of evaluation and support thru the semester by ALL of us.

TANDEM PSY 103-15 AND HUM 103-03
Quarles and Casali

I. GENERAL DESCRIPTION AND APPROACH

From Gregorian Chant to the classical influences of Emerson, Lake and Palmer, we want to explore with 15 persons an odyssey we see as the chronology and psychology of music in ourselves and our culture--both Western and Eastern.
You will be learning and applying the vocabulary of sounds, instruments, form, and tonal color, with the vocabulary of individual values, attitudes, strengths, and personal interaction with others.
If you are especially curious to explore music and yourself, join us. Share your interest, your understanding, and perhaps your skills and grow with us.
Composers are human, not abstract deities, and music is a primary language for all of us.

II. METHOD AND CONTENT

Workshops will center around group experience. We will combine listening and discussion of musical compositions with meditation, theater games, role playing, and group theory. Outside "listening" and reading will be required. Your attendance and full participation is a MUST--you are a necessary part of our group.
Content will include required music and group theory texts, articles, projects. and creations.

III. GOALS AND OBJECTIVES

ENJOYMENT and actualization of music and yourself as art forms. Music doesn't just happen--as one reflection of man's behavior, it parallels historically the other arts: literature, painting, sculpture, even the sciences, and inspires musical composition. We hope to integrate all of this, to enable you to become self-sufficient by the end of the semester...to use this base to expand, evolve, create, grow on your own.

IV. EVALUATION

1. Your attendance and full participation is a MUST.
2. Excellence in effort AND production--your BEST.
3. A weekly written journal.
4. A personal, musical statement at the end of the semester symbolizing be required. This will be DUE 2 weeks before the final workshop so we have time for feedback.
5. We will help you work out individual and group contracts throughout the semester.

V. GRADES

Based on fulfillment of the above, plus your own individualized contracts. This includes an ongoing process of evaluation through the semester by all members of the group.

TANDEM PSY 105-17 AND HUM 107-03
Agnew and Hiner

I. GENERAL DESCRIPTION AND APPROACH

The intent of this tandem is for students, particularly Senior Citizens, to acquire a better understanding of themselves and focus on the positive aspects of their personality. This course is designed for Seniors to maximize their potential for living and become involved in helping themselves and others see and experience his or her own strengths. In tenms of the tandem, the student will focus on human survival and personal survival.
A Senior Citizen is defined as one who is retired and interested in self-enrichment.

II. METHOD AND CONTENT

The course will be in the form of a small group workshop of 15 participants. The leader will facilitate the experiential nature of the class and the emphasis is in dealing with present feelings.
Required texts: Way to Wisdom, Karl Jaspers; Shared Journey, Terry O'Banion.

III. GOALS AND OBJECTIVES

1. To examine personal values, attitudes, beliefs and abilities.
2. To examine how the factors in "1" (personal values, attitudes,etc.) affect the quality of relationships with others.
3. To broaden and deepen a developing philosophy of life.
4. To set short and long range goals in line with one's interests, strengths, and vlaues.
5. To develop one's skills in listening.
6. To discover what it is about oneself that one can like.
7. To experience one's own personal identify.

IV. EVALUATION AND GRADES

Evaluation will be based on
1. Attendance
2. Involvement
3. Personal philosophy paper (Honors Semianr)
4. Self-development projects
5. Written evaluation of instructor

There will be no exams, tests, or quizzes in this course. The student will be evaluated on the merits of class participation in discussion as well as the quality of an Honors project (which may include Honors Seminar presentations).
Two informal evaluation conferences will be scheduled during the semester, once toward the middle, and finally at the end of this period for each student. Grades will be negotiated during the second conference, but will depend upon work completed or approaching completion. A written evaluation by instructor will be included.
A student may receive a C grade for class participation and a demonstration of a basic grasp of the materials discussed. B and A grades will require the additional Honors project.

TANDEM PSY 105-17 AND HUM 107-03,
Hiner and Agnew

I. GENERAL DESCRIPTION AND APPROACH

What's It All About? (Introduction to Philosophy)
The purpose of this tandem is for students, particularly Senior Citizens, is to acquire a better understanding of themselves philosophically and personally. The student will confront the abiding philosophical problem of human survival in today's world through an investigation of the sources of Western philosophical thinking. He will learn to philosophize through discussion of several universal problems and the insight of selected great thinkers. The student will leave the course having clarified his own philosophy of life to a reasonable extent. This is a tandem course taught together with PSY 105, Bonnie Agnew.

II. METHOD AND CONTENT

A discussion format will prevail in class. Mini-lectures, films, drama, etc., will act as supplements to this basic Socratic approach, nothing more than that.
Required textbooks: Way to Wisdom, Karl Jaspers; The Shared Journey, Terry O'Banion (Prentice-Hall).
Recommended reading: History of Western Philosophy, Bertrand Russell (Simon & Schuster), paperback, $4.95.

III. GOALS AND OBJECTIVES

The underlying goal for this course is to orient the student toward personal survival in today's world through the development of a philosophy of life appropriate for the times.

IV. EVALUATION AND GRADES

There will be no exams, tests, or quizzes in this course. The student will be evaluated on the merits of class participation in discussion as well as the quality of an Honors project (which may include Honors Seminar presentations).
Two informal evaluation conferences will be scheduled during the semester, once toward the middle, and finally at the end of this period for each student. Grades will be negotiated during the second conference, but will depend upon work completed or approaching completion. A written evaluation by instructor will be included.
A student may receive a C grade for class participation and a demonstration of a basic grasp of the materials discussed. B and A grades will require the additional Honors project. See Bonnie Agnew's description of evaluation and grades under PSY 105.

I. WHAT ARE WE GOING TO LEARN

We have tried to design this course so that its focus will be on the special needs of women who have been out of college for a time and are returning or simply beginning. In particular we intend to encourage you to question yourself regarding your own personal relationships, academic pursuits, values and goals. You will utilize works of literature as both resources and springboards for discussion. Hopefully as individuals within the group interact and become actively involved in the course, a good foundation for further growth, both academic and personal will develop.

II. HOW AM I GOING TO TEACH

We intend to devote much classtime to group discussion. However we will also occassionally find it necessary and desirable to "lecture" and/or utilize other instructional tools, such as movies, guest lecturers etc.
Upon successful completion of this course hopefully you will have the ability to

1. Analyze various works of fiction in terms of plot, characterization, symbolism and theme.
2. Distinguish for yourself the "value" of fictional literature in terms of taste and appreciation.
3. Appreciate the role women have played in literature both actively and passively.
4. Set long and short range goals in line with your own interests, strengths and values.
5. Get in touch with your own feelings about yourself and your feelings about others.
6. Develop listening skills.
7. Understand women in todays' society and specifically your own role.
8. Share your feelings about returning to college with women who are presently in college.

III. WHAT WILL YOU HAVE TO DO

1. REQUIRED READING:
   Born to Win; James and Jongeward, Charlotte Temple; Susanna Rowson, The Awakening; Kate Chopin. Short stories and readings as assigned.
   SUGGESTED READING:
   I'm Ok - You're Ok; Thomas Harris, The Feminine Mystique; Betty Friedan, The Female Eunich; Germain Greer.
2. REQUIREMENTS:
   Since this course has you as its focus it needs your presence and participation. Therefore we hope you will plan on attending, preparing for and participation in the class sessions.

IV. HOW DO I GRADE

Grades will be given separately for literature and psychology. Having fulfilled all course requirements you will then meet with us individually to discuss your overall performance and final class grade.

TANDEM HUM 109-01F and PSY 105-14F
Mittler and Sullivan

I. GENERAL DESCRIPTION AND APPROACH

We have tried to design this course so that its focus will be on the special needs of women who have been out of college for a time and are returning or simply beginning. In particular we intend to encourage you to question yourself regarding your own personal relationships, academic pursuits, values and goals. You will utilize works of literature as both resources and springboards for discussion. Hopefully as individuals within the group interact and become actively involved in the course, a good foundation for further growth, both academic and personal wil develop.

II. METHOD

We intend to devote much classtime to group discussion. However we will also occassionally find it necessary and desirable to "lecture" and/or utilize other instructional tools, such as movies, guest lecturers, etc.

III. OBJECTIVES AND GOALS

Upon successful completion of this course hopefully you will have the ability to:

1. Analyze various works of fiction in terms of plot, characterization, symbolism and theme.
2. Distinguish for yourself the "value" of fictional literature in terms of taste and appreciation.
3. Appreciate the role women have played in literature both actively and passively.
4. Set long and short range goals in line with your own interests, strengths and values.
5. Get in touch with your own feelings about yourself and your feelings about others.
6. Develop listening skills.
7. Understand women in todays' society and specifically your own role.
8. Share your feelings about returning to college with women who are presently in college.

IV. READING, REQUIREMENTS AND GRADES

A. Required reading:
Born to Win; James and Jongeward.
Charlotte Temple; Susanna Rowson.
The Awakening; Kate Chopin.
Short stories and readings as assigned.
Suggested Reading:
I'm Ok - You're Ok; Thomas Harris.
The Feminine Mystique; Betty Friedan
The Female Eunich; Germaine Greer.

B. REQUIREMENTS:
Since this course has you as its focus it needs your presence and participation. Therefore we hope you will plan on attending, preparing for and participating in the class sessions.

C. GRADES
Grades will be given separately for literature and psychology. Having fulfilled all course requirements you will then meet with us individually to discuss your overall performance and final class grade.

I. WHAT ARE WE GOING TO LEARN

In this course which will be taught in tandem with Humanities 109-Introduction to Literature: The Hero and Heroine in Literature, you will explore the following questions:

1. What are values?
2. What are personal values; what are social values?
3. What values and value systems are represented by the Heroes and Heroines in the literature?
4. Who are your personal heroes; what do they represent?
5. How have they changed in your lifetime?
6. How do your values operate in your life?

II. HOW AM I GOING TO TEACH

Much of this course will be experimental group exercises and discussions based on the literature being read in the other half of the tandem. The idea will be - in the group - to translate the value questions raised by the heroes and heroines into issues and questions current in your life.

III. WHAT WILL YOU HAVE TO DO

1. Be present in class.
2. Read the literature.
3. Participate fully, openly and honestly in the group experiences.

IV. HOW DO I GRADE

A system of grading will be determined early in the semester after class discussions. However, attendance, participation and completion of the reading will be the minimum necessary for a "C" grade. Additional individual projects will be required for "A" and "B" grades.

I. WHAT ARE WE GOING TO LEARN

This is a course that will focus on the values reflected by the heroes and heroines in the short stories, novels, and poetry that we read. More specifically, we'll attempt to address ourselves to questions such as, "What impact do the values of the heroes and heroines have on their lives; on the lives of the other characters in the work; and on our lives?"

II. HOW AM I GOING TO TEACH

I plan to use in-and-out-of-class-writing, discussion, and films as tools for exploring and broadening the significance of the literature that we read. The in-class work that we do is an important part of the learning process; therefore attendance is required.

III. WHAT WILL YOU HAVE TO DO

1. Read and discuss the selections assigned.
2. Keep a journal of your feeling and idea responses to what you've read.
3. In-class writing related to the readings.
4. At least one short paper (4-5 pages).

IV. HOW DO I GRADE

At the beginning of the semester you will be required to contract for the grade that you'd like to get in the course. Reading, discussing, and writing about the literature assigned (as outlined above) are the basic requirements for a "C" grade; additional readings and writings will be required for "A" and "B" grades.

FACULTY MEMBERS WITH COURSE DESCRIPTIONS INCLUDED

Bonnie A. Agnew
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Associate Professor of Student Development

Kaye B. Bensinger
Assistant Professor of Communications

Walter J. Bobkiewicz
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